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ABSTRACT

This handbook contains broad guidelines for increasing cooperation among business, industry, labor, governmental agencies, professionals, parents, students, and educators through the creation of business/industry/education partnerships. The material is designed primarily to provide a framework for building or improving such partnerships or councils rather than to develop a rigid set of instructions for operating councils. Focus is on how to develop community, regional, and state mechanisms to serve as links between the labor force and education. An introduction lists what individuals as well as businesses and industries can do in partnership efforts. The second section on forming business/industry/education councils covers setting objectives, council management, the role of the state coordinator, and council functions. The relationship of the partnership council to other community and educational councils is then briefly addressed. Section 4 discusses several broad categories and examples of council activities, including instruction and curriculum development, resource workshops, inservice training, career guidance, materials and service functions, educational management, shadowing suggestions, and adopt-a-school programs. The final section is a one-page state-of-the-art summary for partnerships among business, industry, and education. The appendix contains an historical perspective for Alabama's business/industry/education partnerships. (YLB)

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HANDBOOK FOR BUSINESS/INDUSTRY/EDUCATION PARTNERSHIPS

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PREFACE

This *Handbook* contains broad guidelines for increasing business-industry-labor-governmental agency-professional-parental-student-educational cooperation through the creation of Business/Industry/Education partnerships. It focuses on how to develop community-level, regional-level and/or State-level mechanisms to serve as the connecting link between the world of work and the world of the classroom.

The perspective in this *Handbook* originates in the principles that 1) fragmented approaches to youth education have proven inadequate, 2) partnerships require shared understanding, shared responsibilities, shared resources and shared benefits and 3) the participants should include local, State and/or regional employers, workers, educators, students, parents, governmental officials, organizers and volunteers.

This is not a cookbook defining a rigid set of instructions or a fixed set of ingredients for business/industry/education partnerships but rather a framework or guide for effective action. Partnerships, or as some may term them "Councils," are designed to help sort out the various needs, resources and responsibilities related to the broad education and preparation of young people and adults for work and citizenship. Structured councils can help schools, employers, governmental agencies and community organizations of many types work together to solve different educational and employment problems. As we sort out needs, resources, issues and solutions, the term "collaboration" is used for getting on with the work of a complex society.

This *Handbook* is designed to be a useful guide for anyone wanting to build partnerships or councils or to improve what already exists. In some areas the climate may be more favorable for informal ventures than for a formal council. In either case, this *Handbook* suggests steps which can make the building of a partnership a smoother process. The material is primarily for "getting started" rather than a blueprint of the way to operate councils. Serious readers are encouraged to move beyond this *Handbook* and to contact directly the State Department of Education Coordinator or persons who are making partnerships work. No book can match direct contact as a source of learning in preparation for action. Listening to several points of view is an invaluable aid in developing practical strategies for individual communities.

Appreciation is extended to the Alabama State Department of Education Board of Directors of Business/Industry/Education and to Dr. Don Clark and the National Association of Industry-Education Cooperation for their assistance in the preparation of this *Handbook*. I invite readers with suggestions or comments to pass them along for inclusion in future publications.

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AN INTRODUCTION TO BUSINESS/INDUSTRY/EDUCATION PARTNERSHIPS

▲ Over half the students in the United States who start college never finish; ▲ Nearly 1 million students drop out of American high schools each year; and, ▲ An almost equal number of students graduate from American high schools with few skills of interest to employers.

These three groups total at least 2½ million young people who are dumped on the United States labor market each year. And, at times when employers in almost every state are seeking—but cannot find— well-educated, skilled workers to fill jobs paying nice salaries and offering excellent futures.

Sure, there is an unemployment crisis in this country but not totally because of lack of jobs, in many situations, but because of lack of marketable skills of the individual.

Governor James Hunt of North Carolina, Chairman of the National Governors' Association's 41-Member Task Force on Education for Economic Growth, stated in a June 22, 1983 news conference on the group's report "Action for Excellence" that "The fundamental conviction of this task force is that education is the key to economic growth in our nation. The United States is in danger of losing its economic and technological leadership in the world because our children are not learning enough."

The move for educational excellence is inhibited by "the lack of clear consensus about how to improve education," says the report. To build such a consensus, "broader and more effective partnerships" for improving education must be developed with the schools by business, labor leaders, State and local policymakers, said the task force.

The report emphasizes the need to improve education so students can meet the demands of a rapidly changing workplace. "Technological change and global competition make it imperative to equip students in public schools with skills that go beyond the basics," says the report. "For productive participation in a society that depends ever more heavily on technology, students need more than minimum competence in reading, writing, mathematics, science, reasoning and the use of computers."

This task force, which began its work less than a year ago, was sponsored jointly by the National Governors' Association and the Education Commission of the States. Many of the recommendations have been echoed in several other recent national reports calling for Excellence in Education.

Education has fast become an economic issue in America. It is an issue the business and industrial communities cannot ignore because the stake in quality education is quite great. Sometimes we fail to realize how great because the stakes are not readily quantified.

It is the intent of the Alabama Department of Education that through the Business/Industry/Education Partnership Councils and programs that the citizens of Alabama will recognize the business and industrial interest in education before the stakes in quality become lost opportunities, lost business, lost jobs and a lost standard of living. For the quality of our children's education defines, in large part, the quality of our nation's human resources. America's human resources are what make us a "can do" society.

What Individuals "Can Do" in Partnership Efforts

1. Individuals can create a special kind of demand for change within their own school communities as well as at the State educational level which will bring about collaborative support.
2. Individuals can make school reform a central issue in local and State politics. Election results should hinge on candidates' views about such questions as how many years of math should the local high school require for students to graduate and what mathematics courses should be offered.
3. Serve on school boards and local advisory groups. Twenty years ago, school boards were populated by business people who were community leaders. Responsible business people must return to school boards to help craft appropriate policies for school organizations and management for graduation requirements, values, discipline norms and curriculum standards.
4. Business people must help schools in the recruitment, compensation and retention of able professional personnel.
5. The consumers of high school graduates—colleges, business and industry, the military and the labor unions—must *demand* serious secondary school standards, mastery of skills and absorption of the content of general education, while volunteering themselves to provide the more specialized skills.
6. Individuals can insist that all children of normal intelligence be taught to be functionally literate before they complete elementary school.
7. Individuals can insist that career education be infused into the curriculum so that students grow up knowing what occupations their school-learned knowledge prepares them

for and what more they must learn in school to have multiple career opportunities open to them.

8. Individuals can insist that up-to-date pre-service and in-service training programs for building-level education leaders be currently available.

What Businesses and Industries "Can Do" in Partnership Efforts

1. Become partners in the educational development of youth by:
   a. Presenting, firsthand, the requirements, satisfactions and expectations of the business world
   b. Alerting teachers, counselors and administrators to the skills job applicants lack and help find ways to develop these skills
   c. Helping develop career awareness and vocational programs which are geared to specific, local job market needs
2. Increase the understanding of the free enterprise system among students and education personnel.
3. Raise the morale of administrators and teachers by demonstrating that respected "outsiders" are willing to help them educate students.
4. Gain understanding of the school system's health which is vital for economic well-being of the area.
5. Build support for schools among employees (this is often a company morale-builder also).
6. Become known as a community-involved company or agency.
7. Receive the better qualified employees in the future.
8. Provide financial assistance and expertise for special courses such as computers, science, technology and communications.
9. Assist in meeting other special needs beyond the resources of the school.
10. Share equipment and training aids and even instructors for specialized training.
11. Provide opportunities for vocational faculty members to work in businesses to reinforce, update or expand the skills and knowledge needed to remain current in their profession.
12. Provide opportunities for teachers to work in business or shadow persons in business during the summer.
13. Loan executives to work with the schools and education agencies to solve particular problems such as purchasing, accounting, public relations, employee relations and others.

14. Help develop competency-based training programs for use in classrooms when the business has the strongest competency in the field.

There are a million other examples, but the future of our workforce depends in part on helping our schools know what it is we expect of them and then supporting them while they do the job. Only then can we begin to give young people the opportunity to make the most of themselves as early as possible in their lives. Only then can we assure growth of the "can do" spirit that will maintain the country's standard of living as the world economy matures to more equal instructional competition.

> *"The one resource without which all of the others become meaningless is the talented, competitive questing human being who enables civilization to achieve magnificent progress."*
>
> Millard Frost

FORMING BUSINESS/INDUSTRY/EDUCATION COUNCILS

In some communities, the cooperative activities of education and industry have been increasing and mutual problems have been resolved. Outward-looking educators have sought aid from the business and industrial community. Business leaders, motivated by self-interest and by a sense of community responsibility, are increasingly searching for ways to help schools and students prepare for the future. Many corporations, acting individually, are involved in "partnerships" with one or more schools or provide supplementary educational materials. This utilization of industrial resources has helped teachers provide students with knowledge, skills and understanding not normally possible in the classroom. However, too often a request for assistance and cooperation comes from a single teacher or school to a single business firm.

The fact is that some educational problems do not lend themselves to solutions by the response of a single business firm. Experience in several communities indicates that when the resources of many firms and those of the local school system are linked, solutions are found to long-standing problems. All too frequently there is little coordination within a school system and existing business/industry/education activities. Those which prove highly successful are not always made available to other schools with similar problems or needs. Coordination at the local level, serving as a link between business, industry and education at the State level, seems highly desirable and necessary. Sustained, collaborative efforts can be provided through a Business/Industry/Education Council.

- A Business/Industry/Education Council is a mechanism which will broaden the base of corporate support for relevant schooling and channel industry and school resources toward the solution of mutual problems.
- It brings all the educational resources within a community together.
- It serves as a system-wide umbrella for coordinating business/industry/education collaborative efforts.
- A council serves as a continuous forum for representatives of business, industry and education to discuss mutual interests.
- It promotes and encourages communication and collaboration between business, industry and schools.
- It mobilizes the key resources of a community, develops plans for their efficient allocation and provides a greater opportunity to achieve program objectives.

- A local Business/Industry/Education Council offers industry an opportunity to help ensure that tomorrow's adults will be equal to the challenges and opportunities available; that students will appreciate and understand their responsibilities as citizens and be competent in managing their own personal affairs and successful in their chosen careers.
- A Council offers educators an opportunity to strengthen the instructional effort at all levels of education through an applied approach to concepts and principles relating classroom teaching to the world of work and career fields, and to develop and maintain curricula relevant to current and anticipated employment opportunities.

Getting Started

The most difficult part of any new effort is the initial step. Even where business, industrial and school leaders already believe cooperation important, the initial step is most difficult.

One of the best ways to start is to plan a meeting (possibly a luncheon or coffee) for representatives of the business and industrial community, the school superintendent(s) and other key educational administrators. The program should begin by having a representative of business and an educator discuss their educational concerns. Each should suggest ways in which cooperation would eliminate problems or improve the quality of education.

A strategy to consider in the formation of a Council should be discussed and this information distributed among interested business persons and school administrators. Maintaining momentum in the beginning is critical, with local school board members playing a vital role.

Setting Objectives

The formation of a small committee is an appropriate way to develop a statement of purpose and objectives. The objectives and techniques of operation of the various business/industry/education councils are as diverse as the interests of the school systems and organizations involved.

The representatives of education and industry should consider the following questions in determining their objectives:

- What constitutes a business/industry/education cooperative program?
- What organizations or groups are currently engaged in business/industry/education activities? Information is

needed about their general purpose; extent and type of cooperative activities; methods of operation; quantity and quality of resources available for cooperative programs, e.g. school staff and business personnel, sponsored materials, etc.; grade levels and subject areas for which their programs are intended and the extent these programs have been used; and content of the programs.

- What are the priority areas where industry has special know-how and can provide the most needed assistance?
- How can a Business/Industry/Education Council effectively mobilize community resources, and increase and improve their use in educational programs and projects?

Once agreement has been reached on general objectives, it is necessary to create an organizational structure and rules of procedure and governance. A general framework to allow flexibility is more important than precise rigid rules. Refinements in objectives and organization will come through the process of evaluation. In support of specific objectives and goals, various committees can be created. These might include: occupational information and guidance, economic education, community resource workshops and in-service training.

Frequently, a Board of Directors or an Executive Committee consisting of key business leaders and top education officials is necessary as a policy-setting body. Other committees which may be required include: membership, finance, programs and long-range planning. It is important that a cross section of the community's businesses and industries be represented along with the chief school administrator.

Council Management

The necessary linkages between the State, regional and local councils cannot be successful unless a local and a regional coordinator are appointed to direct the collaborative activities. These coordinators should be appointed from the educational, business and industrial communities.

The appointment of a Business/Industry/Education Coordinator or Director by the local school superintendent provides the necessary linkage between the Business/Industry/Education Council and the school system. This office should be funded by the local Board of Education, demonstrating a commitment from school officials for long-term business/industry/education cooperation.

The Business/Industry/Education Coordinator should direct the cooperative activities within the school district and should work closely with the Council's Board of Directors. Qualifications should

include work in business or industry, broad experience in educational theory and practice, as well as a strong interest in improving and expanding business/industry/education partnerships. The Coordinator should have the responsibility to define, direct and evaluate research in the business/industry/education partnership and to communicate effectively with a school system's faculty and administrators, business, industry and the general public. The local Coordinator should maintain liaison with business/industry/education officials at the State Department of Education and counterparts in other regions of the State.

School officials should allocate sufficient staff, budget and facilities to carry out the cooperative function since it crosscuts every area of activity in the school system. Business and industry should respond with a commitment of its resources, a substantial number of personnel, special know-how, unique services, sponsored materials and, where necessary, additional financial resources to meet the objectives of the total business/industry/education program.

The coordinators, or administrators, of the partnership councils must develop institutional commitment from each business, industry, school or organization represented on the local and/or regional Business/Industry/Education Council(s). Appreciation for each sector's value system must be developed and appropriate working channels established.

Sound easy! It is not! The pitfalls may be many and the immediate payoffs limited but the results and rewards far outweigh the time, energy and difficulties encountered.

Administering business/industry/education partnerships across so many diverse sectors takes a special kind of management. It takes a fair amount of daily and weekly follow-up, documentation, research and constant attention to changes in society and the workforce, and a lot of "tender loving care" of the varied personalities involved. Unless the program's coordinators or administrators are skilled in this type of management, partnerships cannot survive.

Partnerships should be designed so that no single member provides all the assistance. The secret is to spread the workload so that many persons have some contribution. While this approach takes much more time and coordination, it ensures closer collaboration.

A representative from the business and industry membership of the regional council should be selected to serve as a liaison with the educational coordinator. This Business/Industry Coordinator would be responsible for maintaining communication with the business and industrial communities of the region and assisting

where feasible with partnership activities requested by the local education coordinators.

This Business and Industrial Coordinator will be the connecting link between the State Department of Education Business/Industry/Education Coordinator and the State Business/Industry/Education Board of Directors.

Start small and build on success. It is better to develop a single, strong, well-planned, rewarding program than to undertake massive programs which limp along and slowly drown.

The Role of the State Coordinator

The Alabama State Department of Education Business/Industry/Education Coordinator is responsible for:

- initiating contacts in each region of the State for joint partnership councils.
- helping to assess needs of the education, business and industrial communities for quality education.
- developing programs with each regional and local council and providing necessary training and administrative and mentoring support.

Thus, the State Coordinator functions as a trainer negotiator, planner, with middle managers, and as a clerk to organize, document and evaluate.

Council Functions

So, what does a Council do? Given the diversity of businesses, industries, school communities and leadership, the answer must be: almost anything it has the resources and commitment to do. Some councils or partnerships get involved in several projects simultaneously; others only one or two. Many tackle specific projects with other organizations. The range of functions is as wide as the imagination.

- *Fact-finding*
  - Inventories of educational practices and needs, career guidance and career development, skill training, community service and work experience opportunities
  - Assessments of community perceptions of pressing education and training issues
  - Needs assessments on specific issues identified by employers, educators, unions and others

- Reviews and clarification of child labor laws
- Surveys of adult needs and resources for education and training
- Employment forecasts based on local employer estimates and Employment Service analysis
- Follow-up surveys of high school, vocational school and community college graduates, and those who complete employment and training programs

■ *Analysis and problem-solving*

- Economic development seminars
- Educational management seminars
- Brainstorming among area job placement and career counseling professionals
- Improvement of vocational education and job training programs
- Studies of uses of local education advisory committees
- School planning
- Business, education, labor dialogues
- Study and identification of local, regional and State human and physical resources
- Labor-management-education consulting teams to review community resources for custom training for incoming industries or job upgrading

■ *Information networking*

- Development and dissemination of classroom materials
- Information, referral and brokering services for: employment, internship and service opportunities; cooperative education and work-study programs; plant tours; job shadowing; classroom speaking; tutoring and handicapped placement
- Speakers' Bureau
- Newsletters
- Workshops and seminars
- Proposal development assistance for collaborative projects

■ *Demonstration projects or direct services*

- In-service training for educators
- Career exploration opportunities
- Work- and service-experience programs

- Career guidance workshops for teachers and counselors
- Cooperative vocational education, internship and work-study placements
- Business/Industry resource workshops
- Summer or temporary jobs programs
- Career Days, Career Fairs and mini-Career Days
- Assistance to magnet schools
- Adopt-A-School programs
- Mini-grant awards to teachers with creative ideas
- Programs for high school dropouts and juvenile offenders
- Youth motivation seminars
- Shadowing programs
- Economic education packages
- Field trips

Obviously, there is plenty to do and no single council can do it all. The activities a council chooses must address local needs, be realistic in terms of available staff and funding and avoid duplication of existing services (unless there is an agreement that such duplication is necessary).

Business/Industry/Education Management

The necessary linkages between the State, regional and local schools cannot be successful unless a local and a regional coordinator are appointed to direct the collaborative activities. These coordinators can be appointed from the educational, business or industrial communities.

HOW DOES A BUSINESS/INDUSTRY/EDUCATION PARTNERSHIP COUNCIL RELATE TO OTHER COMMUNITY AND EDUCATIONAL COUNCILS?

No council can function as a partnership if it stands in isolation from other organizations and institutions in the State, region or community. Neither does a council seek to undermine others' turf. Council leaders must actively build bridges among appropriate organizations and agencies if there is to be any hope of creating a more coordinated business/industry/education link. These bridges can:

- Diversify the numbers and types of organizations and associations on the council by overlapping membership from other councils—career education advisory councils, vocational education advisory councils, CETA councils, Chambers of Commerce, school boards, labor councils, parent-teacher organizations, some civic or professional organizations, associations or councils, etc.
- Use task forces to involve leaders and local experts in specific activities.
- Create "spin-off" action projects involving "teams" of schools, employers and organizations or agencies.
- Start diverse services or information-sharing projects which require diverse groups working together.
- Alert political leaders to education-work issues and gain their endorsement and follow-through action.

BUSINESS/INDUSTRY/EDUCATION COUNCIL PROGRAMS AND ACTIVITIES

To illustrate the variety of potential business/industry/education programs and activities, several broad categories and examples will be discussed. Each partnership council should select those which most nearly fit the needs of the community involved.

Instruction and Curriculum Development

Many of today's students are in an "academic no-man's land." Typical students in grades K-12 are offered a program that, for the most part, is academic and college oriented. Their options for occupational choice are limited. This situation has led to an increasing drop-out rate and protests from industry that schools are not turning out students with employable skills. A shift in curriculum development, instructional techniques and materials to a program that is relevant to the needs of both students and industry is required.

Industry, as one of the consumers of the educational product, has a unique opportunity to take an active leadership role with educators in shaping the product that will eventually enter the job marketplace by assisting with curriculum development. A Business/Industry/Education Council program geared to improving instruction and curriculum can help students prepare for their dual roles as producer and consumer. Such a program can help them understand the operation, functions and, above all, the contributions made by the private enterprise system.

A Business/Industry/Education Council teacher-training/curriculum-development activity can be conducted within the framework of programs such as a Business/Industry/Education Resources Workshop, In-service Training and specific Curriculum Development Projects.

Business/Industry/Education Resources Workshops

Businessmen, industrialists and educators over the United States have devoted considerable time to developing business/industry/education resources workshops. Some workshops can be for intensive college or university credit during the summer which offers elementary and secondary school teachers the opportunity to identify resources in their locale that have educational value. The workshop would demonstrate how to use these resources more effectively in classrooms.

Other workshop formats are quite flexible, ranging from an examination of cultural resources in the area to developing teaching units

to field trips, to shadowing, to up-grading science education and computer literacy. During these workshops teachers visit industries and interview industrial executives, often for the first time. There are still other workshops designed as Career Guidance Institutes for counselors to provide them with up-to-date information needed to assist students in selecting career fields.

Workshops could have these objectives:

- To identify current and emerging career fields in business and industry and the educational requirements needed by students for these careers
- To become acquainted with the major problems which face local business and industry through independent study and by contact with management
- To gain an understanding of the world of work, using this experience to develop illustrations and demonstration materials to clarify classroom teaching-learning activities
- To develop an understanding of the economics of the firm, and how economic principles are applied in real-life situations

Three requirements are necessary to hold Business/Industry/Education Resources Workshops:

- Area teachers and school administrators must endorse the need for this type of program
- A local or nearby college or university must be willing to grant graduate credit for the workshop, if desired
- The business community, through the Business/Industry/Education Council, must indicate initiative and willingness to spearhead efforts to bring the various community sectors together to discuss, plan and participate in implementing the workshop

In-service Training

Another activity for Business/Industry/Education Councils is in-service training programs for teachers. The Council can serve as a channel for directing and catalyzing required personnel and materials for special courses of study tailored to local needs and offered by a school system to its teachers. In-service training which utilizes community resources in the form of volunteer professionals from business and industry and other community organizations affords teachers a unique opportunity to keep up with the latest developments in a particular subject area.

The following are suggested areas for Business/Industry/Education In-service Teacher Training Programs:

- *Economic Education*

  Develop an applied approach to the teaching of economic concepts and principles, kindergarten through grade twelve. Conference leaders from business and industry conduct sessions at their sites on topics included in the curriculum: Free enterprise, marketing, profits, money and banking, productivity, wage and price determination, computers, etc. Economics of the firm (business economics) is presented, utilizing illustrations, examples and case studies from local industry.

- *Consumer Education*

  Provide teachers at all levels with relevant background from local sources on such subjects as: budgeting and money management, insurance, housing, transportation, credit, investment and wise shopping habits. On-site conferences with representatives of retailers, wholesalers, manufacturers and bankers give teachers an opportunity to interact with people involved in the consumer life of the community.

- *Career Awareness and Career Development*

  A program may be designed to provide classroom teachers with relevant background information on careers in business and industry in the local community, sources of career education materials and techniques in developing career awareness among students.

  Practical applications of concepts and principles are taught for various school subjects such as: science, math, business, art, music, social studies, industrial arts, home economics, etc. Teachers are oriented to careers and skills associated with their particular discipline.

- *Teacher Internship in Industry*

  An orientation and updating of teachers to the world of work through on-the-scene, in-depth exposure to a broad spectrum of skills on a wide variety of occupations are important. School counselors should also participate because they need projections of changing manpower requirements in their career guidance activities with students. A Business/Industry/Education Council can assist in the development of this type of program by administering or securing a survey of occupational skills from area businesses and industries, government agencies and other community employers. A survey of occupational skills can serve the needs of manpower planners,

business firms and community administrators in addition to educators. The survey can also respond to needs for further curriculum development.

Career Guidance

Counselors require information about the opportunities, employment policies and conditions in various career fields. They attempt to provide career information to noncollege-bound students to assist them in making an intelligent career choice. Yet, this procedure is limited in part because of the lack of exposure to industrial, technical and business topics which are offered in teacher colleges as part of the required training for certification. Most counselors do not have adequate information on available occupations.

There is a gap between the actual manpower demands and career opportunities available in business and industry and what guidance counselors know of these demands and opportunities. Thus, increased cooperation between industry and education is needed to improve the guidance function in all school systems. Through industry-sponsored in-service training for counselors, audio-visual materials, career guidance publications, career activities for students and an occupational skills survey, schools can contribute to an improved career development counseling program which will:

- Provide insights into all aspects of major career fields in area business and industry, including job requirements, advancement opportunities, on-the-job training, etc.
- Develop understanding of the organization, operations and teamwork in business and industry, e.g., manufacturing, banking, retailing, etc.
- Help students relate the world of work to their personal potential and become more aware of their individual options
- Assist employers in helping to recruit high school graduates into career fields where there are shortages of qualified employees
- Provide for the establishment of a job placement service for early leavers as well as graduates from schools
- Provide insights into employment opportunities and career guidance needed for the handicapped students

Materials and Service Functions

Sponsored Materials

- Many companies and trade associations produce supplementary educational materials for use in the schools.

These sponsored materials consist of a variety of printed materials as well as films, filmstrips, records and tapes. They cover subjects such as economics, consumer education, career information, personal hygiene, ecology, chemistry, science, natural resources, home economics, etc., and these materials serve as a valuable resource to supplement textbooks or other units of study. They are particularly effective in providing information to students in subject areas where industry has achieved a high degree of specialization and expertise.

- A number of companies make available to schools surplus equipment and supplies for laboratory activities in science education, business courses, industrial arts programs, home economics, etc.

■ *Service*

The service aspect of a Business/Industry/Education Council should be interpreted broadly. The range of services provided by industry to the schools will depend on the circumstances and needs in a particular community and the extent to which these needs are being met.

A Business/Industry/Education Council's services may include some or all of the following:

■ *Consultation*

A clearinghouse of talented human resources is needed by school systems for classroom discussions, field trips, surveys and conferences. Educators and students benefit from contact with community resource professionals who manage and work within local industries, government agencies, trade associations and other community institutions.

■ *Community Resources Directory*

A Community Resources Directory is an asset to every educational program. This Directory should emphasize area industry, business, public agencies, governmental bodies and cultural centers which offer supportive services to the schools. It should include the identification of the person to contact to secure additional information or to get resource people for classroom visits.

■ *Conferences and Institutes*

Conferences and Institutes can be conducted periodically in cooperation with school systems on subjects of mutual interest related to regional economic developments, urban problems, employment and education.

- *Speakers' Bureau*

  Teachers and counselors need to be able to refer to a clearing-house for speakers to secure qualified persons to speak to classes on specialized topics.

- *Public Information*

  This function can be accomplished through a newsletter of business/industry/education activities distributed to a selected mailing list of schools, businesses, agencies and community groups and the total business/industry/education council membership. News and feature story releases should also be provided to the local news media.

- *Work-Study and Placement Activities*

  Participation by industry in Work-Study Programs becomes more important than ever with the increasing emphasis in schools on career education. A Business/Industry/Education Council can assist in expanding Work-Study Programs to meet the needs of more students and local business firms.

- *Field Trips*

  A well-planned Field Trip that has a definite learning objective enables students to observe the world of work, occupations and the contribution industry makes to an area's economy. Observing the functions of various industries and businesses extends the student's concepts and understanding of principles taught in the classroom. The field trip should have a direct application to an instructional activity in the classroom. Industry and other institutions can provide, through visits to their facilities, an opportunity for students and teachers to explore the dimensions of experiences, problems and processes related to the world of work.

Educational Management

A business/industry/education collaborative Management Training Program should be a high priority function of a Council. Industry can assist school personnel in measuring educational productivity and effectiveness through the application of business management techniques. This is a step toward accountability being sought in education today.

Business organizations have employees who possess qualities and capabilities that are needed to solve some educational management problems. Business executives have experience in such areas as: accountability, finance, organization training, goal setting, projecting, innovation and productivity measurement. Personnel qualified in these and other areas can be identified through the State

Business/Industry/Education Board of Directors or State Coordinator.

Management By Objectives

In utilizing an educational management by objectives approach, industry and schools can improve the capacity of the school system to develop programs that are result oriented. Businessmen can be of assistance by helping identify program requirements in terms of staff, facilities, equipment, materials and costs; developing a time schedule for implementing and administering the program; and developing a plan for evaluating the results of the program in terms of specific objectives.

Short-Term and Long-Range Planning

Industry can provide training assistance for administrators and Board of Education members in short-term and long-range planning techniques. Council members can help school officials look at the basic nature of planning, the several kinds of plans which must be made, evaluated and updated on a regular and continuous basis. Businessmen can provide know-how in the planning effort by focusing on research and development, psychological factors, empirical methods in approaching a problem, alternative courses of action and testing to improve accuracy. School personnel have the opportunity to apply new approaches to the questions: Why plan? When to plan? How to plan and when to re-plan?

Analyzing Problems and Making Decisions

Educational administrators, like business managers, have a basic job responsibility for critical analysis of problems and effective decision-making based on these analyses. Businessmen have unique expertise in identifying problems, gathering facts, evaluating alternative choices and making effective and workable decisions in terms of productivity, results and accountability. This experience, shared with educators, can provide insights into scientific problem analysis and effective decision-making.

Other Subject Areas

Some other areas can be included in a Business/Industry/Education Council sponsored management-training program. A few examples include:

- Motivation in management
- Organizational leadership
- Managerial teamwork
- Improving senior-subordinate relationships
- Computers in educational management

- Management information systems for education
- School structure (physical and organization)
- Stress management

Management Studies

A management task force, coordinated by a Business/Industry/Education Council, can be organized for the purpose of conducting an in-depth investigation of the various aspects of business operations used in a school system. This service on the part of the private sector will provide education officials with consultants who can advise school personnel on sound business practices for operating their system. This business/industry/education cooperation project is particularly applicable to large school districts because of their similarity to corporate operations.

A management study may examine areas such as:

- Personnel practices and procedures
- Finance, budgeting and accounting
- Facilities and maintenance
- Materials (purchasing, inventory, warehousing, distribution)
- Food service
- Organization, information and management systems and controls

Guidelines

One approach to council-sponsored management studies would include the following steps:

- Form a task force to include one operating team for each area under study
- Identify area business professionals who are willing to participate in the study and the preparation of the final reports
- Identify school staff members who should be involved with each team
- Select a team leader
- Coordinate the team leaders on methodology for data gathering and the format for reporting
- Establish a time schedule for each area to be studied
- Teams in the task force should meet with appropriate school personnel during the study and while writing the final report

While the task force approach to a school system's business operations is a most comprehensive business/industry/education cooperative activity, a Business/Industry/Education Council can provide limited consulting services as requested. Examples of these might include assistance with:

- Collective-bargaining procedures
- Developing an employee performance evaluating program
- Mobilizing public support for raising the school tax limit, school budgets and bond issues

Shadowing Suggestions

Shadowing experiences are a combined venture of education and business, industry, labor, agriculture, government, cultural, professional and other groups to acquaint teachers with our industrial and commercial world at work and other aspects of community life. It is an activity which places the educator in the working world for two or three days to observe workers. Through these experiences, an attempt is made to give teachers a more knowledgeable and sympathetic attitude toward business, the American Free Enterprise System and the important role played in the community by a variety of other kinds of enterprises.

One requirement is that teachers glean from this new knowledge new methods for their classrooms. It is important that shadowing groups have an opportunity to meet with officials of the organizations visited and gather information from them not apparent by a simple "walk through" of the installation. With increasing emphasis on career education, teachers need to learn about both the operation and the people who are involved.

Suggestions which may be helpful:

- A welcoming meeting by officials of the company or organization and a short orientation session help the teacher to get a good start.
- Items which might be included in this orientation session are a brief history of the company or organization, a description of the product or service and its sales, raw materials used, something of economics of the industry, types of jobs and skills required and labor organization affiliations, if any. (Some companies have an orientation film that is shown to groups before shadowing.)
- During the shadowing, teachers, for the most part, should not be interested in extensive details of the operation of machines, but in general types of information about the equipment and the operators.

- Other areas of concern to teachers during shadowing are:
  - reasons for plant's or organization's location
  - corporate or administrative structure
  - markets, marketing practices, or service techniques
  - the scope of research within the industry or business
  - advertising techniques
  - training programs for entry-level positions (if necessary) and for advancement
  - relations with employees, customers, stockholders, contributors or clients
  - welfare services and health services
  - employment requirements and practices
  - career possibilities
  - employment possibilities for handicapped
  - relationships of previous school experiences to duties of employees

Following the shadowing, another opportunity for teachers to meet with company representatives is very desirable. Representatives can present different phases of the operation not covered during the participants' visits. Teachers will want to know whether they will be able to bring children to the plant and are likely to ask many questions regarding the policies of the personnel department. They may also wish to know about the availability of resource people and educational aids.

Teachers appreciate the time and effort people in business, industry and other organizations take to present this kind of an in-depth educational experience. It is training of our youth for tomorrow's society.

Adopt-A-School

The Adopt-A-School program is one in which a partnership is forged between an adopter and a selected public school. It is a sharing of time, talent and expertise in which each person in the adopting organization can play a part. The purpose of Adopt-A-School is to foster a better understanding in the community public schools and to establish a people-to-people relationship between adopter and adoptee that will create a spirit of involvement in and concern for our schools.

An adopter — A business which "adopts" a specific school, and whose employees are encouraged and assisted to become

involved in planning and conducting activities at the school.

An adoptee — A specific school that identifies a range of issues, needs and opportunities that can be addressed with the assistance and support of the adopter.

How Does the Program Work?

An interested business or industry and a school meet to decide mutual interests and needs. Based on the amount of time both parties feel they wish to give, a contract on a one-year basis is made. The contract spells out the services to be provided by each party.

Adoption of a school can consist of:

- Meeting with the Student Council
- Writing letters to students to encourage or recognize achievement
- Serving as a consultant on energy conservation
- Assisting in job applications
- Serving as judges for contests
- Sponsoring a Student of the Day/Week/Month; post picture at school; then send it home with a letter of commendation
- Student tutoring
- Sponsoring students spending a day with an employee in your business
- Serving as resource persons
- Sponsoring clubs
- Sponsoring student field trips to your company
- Provide field trips for the handicapped to see first hand operations of business they might become employed in
- Displaying student work in your business
- Featuring the school in your company newsletter
- Donating unused or scrap materials
- Permitting use of facilities for a school-sponsored carwash
- Providing transportation for retired citizens groups to visit the school
- Teaching computer courses
- Teaching free enterprise

- Assisting with administrative functions (bookkeeping, auditing, etc.)
- Sponsoring student, teacher, educator awards and award or recognition banquets
- Landscaping and building maintenance
- Resource persons for sheltered workshops for physically and mentally handicapped
- Identification of placement sites for handicapped

A STATE-OF-THE-ART SUMMARY FOR BUSINESS/INDUSTRY/EDUCATION PARTNERSHIPS

Innovative educators have for years requested aid from business and industry to help them realize their objectives with and for students. Substantial aid in the form of equipment, facilities, material and personnel by business and industry has been made available but the economic and technological developments today require expansion of on-going activities.

Personnel — Leaders in commerce, business and industry have served and continue to serve on advisory councils.

Visiting experts from business and industry have been invited into schools to present lectures and demonstrations on topics relating to economics, history, science and others.

The use of resource persons from business and industry as Career Day consultants is an accepted practice in many public and private schools.

Materials — A number and variety of printed materials have been made available from business and industry for individual and classroom use.

Exhibits, films, filmstrips, multi-media kits and other forms of media supplied by business and industry have enriched classroom activities.

Equipment — Some educational leaders have been successful in securing industrial equipment for classroom use.

In addition, businesses and industries have assisted with co-op programs for vocational students, work experience, to a limited degree, field trips and funds for special projects.

The time is overripe for more dialogue between business and educational leaders to provide a firmer foundation on which to build the courses of action necessary to prepare adequately individual children and adults as citizens, workers, parents, self-developers and volunteers to shape society through the resolution of current problems.

The first requirement for success, however, is to establish clarity in making the educational objectives of the program known to business and industrial representatives.

There is no doubt that the volunteer resources of industry can contribute significantly to the improvement of Alabama's schools.

Appendix

HISTORICAL PERSPECTIVE FOR ALABAMA'S BUSINESS/INDUSTRY/EDUCATION PARTNERSHIPS

Many strands of American history have contributed to the concept and practice of collaborative efforts for joining business, industry, education, labor, government, communities and professions. The founders of public education a century ago assumed that America's economic strength and political cohesiveness depend in great measure on the quality of learning experiences made available to all citizens.

John Dewey in *My Pedagogic Creed*, 1897, conceptualized most clearly that:

> *The school must represent present life — life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground . . . the best and deepest moral training is precisely that which one gets through having to enter into proper relations with others in a unity of work and thought.*

Business/industry/education partnerships and collaborative councils are designed to apply these essential values and themes within a contemporary context.

Alabama's State Superintendent of Education, Dr. Wayne Teague, organized a State Business/Industry/Education Partnership Program in May of 1982 with the same deep-seated American belief for education.

Because neither the business world nor the educational system can keep their spheres from intersecting, and both are dependent upon the other, the major goal of the State Department of Education's Business/Industry/Education program is to bring educators, business leaders, industrial leaders, governmental officials, professionals, labor leaders and community leaders together to seek commonalities between each sector and to encourage greater interest in education in order to ensure the economic and public educational futures of Alabama and to improve the quality of instruction for all students in Alabama's public schools, grades kindergarten through twelve.

Productive partnerships cannot simply be successful by communicating with each sector. There has to be commitment and integration of resources within a permanent structure. A centralized structure with the clout essential to stimulate change was organized as the Alabama Department of Education Board of Directors for Business/Industry/Education in July 1982.

This Board of Directors chaired by Alabama's Chief State School Officer, Dr. Wayne Teague, is composed of twenty-five policymakers from some of Alabama's leading businesses and industries. The Board has approved the following objectives for the State's business/industry/education partnerships:

1. Organize local and regional Business/Industry/Education councils statewide composed of policymakers from business, industry, public, private and governmental sectors and establish effective lines of communication within each and the State Department of Education as to needs, concerns, issues, etc., pertinent to public education.

2. Encourage active involvement by members of the local and regional Councils with the State Board of Education, local school superintendents, local Boards of Education, National and State agencies and organizations to help build public confidence in education and maintain closer and continuing relationships in areas of mutual interest.

3. Identify and/or confirm recommended achievement levels and/or competencies for students in all instructional areas and for career development needs.

4. Encourage directors and specialists within each division of the Department of Education to conduct staff development designed to determine methods of implementing instructional modifications suggested by the councils.

5. Promote alternative programs or needed changes at the local, regional and/or State levels tailored to meet the needs of all students and educators and assist in providing the vehicles to make any suggested educational modifications realistic and viable.

6. Interface the employment needs of business and industry with education by providing non-educators with an understanding of the educational structure—how it works, what its strengths and weaknesses are and providing educators an understanding of the world of business and industry—how it works and its strengths and weaknesses.

Sixteen regional councils have been established throughout the State since May of 1982. Dr. Wayne Teague and Mrs. Anita G. Barber, State Business/Industry/Education Coordinator, have held open forums in each region for the purpose of receiving plaudits, hearing grievances, complaints, suggestions and recommendations for continued implementation of the business/industry/education partnerships. Dialogue exchanged during these forums will be used extensively by the coordinator in accomplishing her responsibilities which include:

1. Proposing an organizational structure for implementing and sustaining the partnership program in Alabama.
2. Determining the extent to which the educational process at State, regional and local levels can be influenced, positively or negatively, by partnership programs.
3. Suggesting mechanisms of communication to be utilized in sustaining partnership programs at the State, regional and local levels.
4. Making assessments regarding the benefits for the school systems and the business and industrial communities which might result from closer working relationships within each sector.
5. Determining the ingredients and ground rules for establishing and sustaining successful business/industry/education partnership programs throughout the State.
6. Suggesting processes for determining various program activities which might be undertaken by business/industry/education partnerships and evaluate their effectiveness.
7. Training local and regional business/industry/educators and assist them with identified needs.
8. Mentoring and evaluating local and regional council activities to ensure statewide continuity of programs consistent with State Department of Education policies for all public schools, kindergarten through grade twelve.

It is the official policy of the Alabama State Department of Education, including postsecondary institutions under the control of the State Board of Education, that no person in Alabama shall, on the grounds of race, color, handicap, sex, religion, creed, national origin, or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program, activity, or employment.

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